

Name: Hunter Myburgh DOB: 14/2/2014 Age: 5
 School: Sanford West Class: FH Date of assessment: 26/2/2019

1. Oral Literacy: Slide Photograph

Instructions

- Sit with the student in a quiet area.
- Place the Pre-Level 1 Photo Card in front of the student.
- Encourage the student to tell you as much as they can about the photo.
- Record the student's responses in the checklist below.

Checklist

1. Record the student's exact words:

They're on the slide. I think they're at the park. They're having fun.

Tick relevant boxes

- Student provides 4 or more consecutive sentences about the picture.
- Student provides 2 or 3 consecutive sentences about the picture.
- Student provides 1 sentence about the picture.
- Student offers a single, unrelated word.
- Student offers no response.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2. Analyse the sentence structures.

Tick relevant boxes

- a. Student correctly identifies the context of the photograph.

Names park as setting.

- b. Student uses correct parts of speech, such as nouns (e.g. boy, girl, slide) and pronouns (e.g. he, she, it), and links nouns and pronouns correctly.

Used plural pronoun correctly. Did not have nouns to reference to (e.g. boy or girl)

- c. Student uses singular and plural nouns correctly and maintains correct tense.

Present tense used consistently with plural pronouns.

- d. Student uses articles (e.g. the, a) and prepositions (e.g. down, up, on) correctly.

The, an and at all used correctly

- e. Student uses at least two groups of adjectives (colour, size, shape, number, texture) when talking about the photograph.

'Fun' is the only adjective used.

2. Phonological Awareness: Initial Letter Sounds

Instructions

- Sit with the student in a quiet area.
- Place the Initial Letter Sounds page of the Pre-Level 1 Phonological Awareness Card in front of the student.
- Record the student's responses in the checklist below.

Checklist

1. Student is able to relate the correct initial letter sound to:

- | | | | |
|----------|-------------------------------------|------------|-------------------------------------|
| • monkey | <input checked="" type="checkbox"/> | • fish | <input checked="" type="checkbox"/> |
| • tiger | <input type="checkbox"/> | • balloons | <input checked="" type="checkbox"/> |
| • sun | <input checked="" type="checkbox"/> | • watch | <input type="checkbox"/> |

2. Student is able to name other words that begin with the same initial letter as:

- | | | | |
|----------|----------------|------------|-----------------|
| • monkey | <u>mum, me</u> | • fish | <u>fun</u> |
| • tiger | <u>time</u> | • balloons | <u>boy, Ben</u> |
| • sun | <u>see</u> | • watch | <u>_____</u> |

3. Phonological Awareness: Alphabet Letters and Sounds

Instructions

- Sit with the student in a quiet area.
- Place the Alphabet Letters and Sounds page of the Pre-Level 1 Phonological Awareness Card in front of the student.
- Ask the student to tell you the sound the small letter makes, then match the small letter to its capital letter. Model this activity by pointing to the lowercase 'm', verbalising the letter sound, then running your finger down the pink arrow to the capital 'M'.
- Record the student's responses in the checklist below.

Checklist

1. Student is able to say the letter sound and match each small letter to its capital letter.

	Sound Match	Letter Match	Comments
• m → M	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
• d → D	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Initially said 'b' for lowercase</u>
• w → W	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Unable to name 'w' sound</u>
• f → F	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
• g → G	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
• s → S	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
• c → C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
• l → L	<input type="checkbox"/>	<input type="checkbox"/>	<u>Thought lowercase 'l' was capital 'I'</u>

4. Phonological Awareness: Sounds in Words

Instructions

- Sit with the student in a quiet area.
- Place the Sounds in Words page of the Pre-Level 1 Phonological Awareness Card in front of the student.
- Explain that the student is to complete the rhyming words on each line.
- Repeat the process with the sentences.
- Place a tick next to each correct response.

Checklist

1. Student is able to use the initial letter and correct sound to decode:

hat

ted

sun

said 'teddy'

2. Student is able to use the initial letter and sounds to decode a word correctly within a sentence.

Look at my cat.

Here is a bed.

I can run.

5. Phonics: Word List

Instructions

- Sit with the student in a quiet area.
- Place the Phonics: Word List page of the Pre-Level 1 Phonological Awareness Card in front of the student.
- Tell the student you are going to ask them to read some words aloud.
- Place a tick in the appropriate box for each word. You may wish to record any incorrect answers in the Comments column.

Checklist

Word	Correct	Incorrect	Comments
Short vowels a, e, i, o, u			
hat	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
leg	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Said 'I don't know'
bin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	big
not	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
sun	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Long vowels ai, ee, ie, ow, oo			
tail	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
bee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
pie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
snow	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Unable to get past initial 's'
moon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Got 'm' with prompting. Couldn't read rest of word.

6. Concepts about Print

Instructions

- Sit with the student in a quiet area.
- Select a Level 3 book from *PM Benchmark Literacy Assessment 1*.
- Give the book to the student. Tell the student you are going to ask them some questions about the book.
- Tick the sections successfully answered by the student and record responses in the Comments section.

Checklist

Teacher Prompts about the Book

Comments

'Show me the front cover of the book.'	<input checked="" type="checkbox"/>	Held book right way
'Show me the back cover of the book.'	<input checked="" type="checkbox"/>	Pointed to back cover
'Where is the title?'	<input checked="" type="checkbox"/>	Pointed and said, 'There.'
'Show me where we start reading.'	<input checked="" type="checkbox"/>	Pointed to title - didn't open book until prompted.
'Show me which way to go when we read.'	<input checked="" type="checkbox"/>	Moved finger left to right
'Show me the first word on the page.'	<input checked="" type="checkbox"/>	Pointed to first word
'Show me the last word on the page.'	<input type="checkbox"/>	Pointed to second word
'Where is the capital letter?'	<input checked="" type="checkbox"/>	Pointed to first letter, capital 'W'
'Where is the small letter?'	<input type="checkbox"/>	Answered, 'Not sure'
'What is this?' (full stop)	<input type="checkbox"/>	Answered, 'A dot'
'Show me how to turn the page.'	<input checked="" type="checkbox"/>	Turned several pages to demonstrate.
'Listen to me read this page. Do the words that I say match the words on the page?'	<input checked="" type="checkbox"/>	'Yes'.
'Show me where we finish reading the book.'	<input type="checkbox"/>	Pointed to end of page.

Recommendations for Future Development

- Oral language activities to expand vocabulary and descriptions of images.
- Assess letter recognition. Target unknown letters individually and as initial letters/sounds.
- Introduce capital letters and basic punctuation through modelled reading.
- Use sorting activities to consolidate understanding of letters and words.

Teacher: _____

Date assessment summary completed: 26/2/2019

Refer to the Teacher's Resource Book for recommendations for future development.